



**DEVELOPING INDIVIDUALS, TEAMS & ORGANIZATIONS**  
IFSA-Butler Reimagining Europe Semester Program in Prague

**Suggested US semester credit hours:** 4 credits

**Contact Hours:** 60

**Course Level:** 300

**IFSA-Butler course code:** MG380-37

**Course length:** Semester

**Delivery method:** Face to face

**Language of Instruction:** English

COURSE DESCRIPTION

The aim of this unit is to provide students with the opportunity to appreciate that developing knowledge and skills to achieve high performance is a cross-organization activity. Students will recognize that their own professional development is just one route to improving the performance of those teams and organizations in which they work. They will also gain an awareness of the context in which learning takes place and how development needs are linked to learning interventions aimed at supporting an organization's strategy. On successful completion of this unit, students will have laid the foundations for their own continuing professional development which will support their future engagement in lifelong learning. They will also be able to contribute to the development of others and make a positive contribution to the sustainable growth of an organization.

STUDENT LEARNING OBJECTIVES

Students who successfully complete this course will:

- Analyze employee knowledge, skills and behaviors required by HR professionals.
- Analyze the factors to be considered when implementing and evaluating inclusive learning and development to drive sustainable business performance.
- Apply knowledge and understanding to the ways in which high-performance working (HPW) contributes to employee engagement and competitive advantage.
- Evaluate ways in which performance management, collaborative working and effective communication can support high-performance culture and commitment.
- Make cognitive connections between learning in this course and other learning experiences in the IFSA-Butler Reimagining Europe Semester Program in Prague

COURSE DELIVERY

Students are expected to read or view resources in advance and be prepared to actively discuss them in class. In each meeting, the instructor will overview the topic and then facilitate a group discussion, drawing out relevant themes, following up on specific lines of inquiry, and prompting students' thoughtful engagement with the topic. Students are encouraged to bring their prior learning experiences into class discussions and to make cognitive connections between this course and others in the IFSA-Butler Reimagining Europe Semester Program in Prague whenever possible. Theories of experiential learning and integrative learning therefore undergird the dynamic learning environment of this course.

This course utilizes an interactive approach to teaching that focuses on the individual student's needs. This approach to teaching and learning aims to foster a challenging but caring environment that allows students to explore, create, and test themselves and their ideas in a safe place.

COURSE SCHEDULE

Weeks	Content Delivery
1 - 3	<p><b>Analyze employee knowledge, skills and behaviors required by HR professionals</b></p> <p><b>Continuing Professional Development (CPD):</b></p> <ul style="list-style-type: none"> <li>• What does this mean?</li> <li>• How do we engage in CPD?</li> <li>• How and why should CPD be recorded and evaluated?</li> <li>• Frameworks for CPD:</li> <li>• As a means to structure CPD activities and to provide opportunities for reflection and evaluation.</li> </ul> <p><b>Reflective learning:</b></p> <p>Consider this as a philosophy and a concept. Using reflective learning to gain a deeper and objective insight into levels of performance in comparison to levels of expectation.</p> <p><b>Feedback for learning:</b></p> <p>Using feedback as part of the learning cycle where feedback informs reflection which in turn informs action.</p>
4 - 6	<p><b>Analyze the factors to be considered when implementing and evaluating inclusive learning and development to drive sustainable business performance</b></p> <p><b>Supporting organizational and individual learning:</b></p> <ul style="list-style-type: none"> <li>• Learning should be focused on strategic and tactical goals and informed by, for example, GAP analysis or a skills evaluation.</li> <li>• Consider how learning is determined and implemented.</li> </ul> <p><b>The learning organization:</b></p>

	<p>The use of formal and informal learning across an organization to develop individual, team and organizational skill sets.</p> <p><b>Training or development:</b></p> <ul style="list-style-type: none"> <li>• Training as a one-off event or series of activities is different to development which has a more protracted timescale and builds on the skills and knowledge gained during training.</li> <li>• Should organizations focus on training, development or both?</li> </ul> <p><b>The learning cycle:</b></p> <p>Recognizing that learning is continuous through the use of learning cycle theories developed by Kolb, Honey and Mumford and Lewin.</p> <p><b>Barriers to learning:</b></p> <p>Recognizing the various environmental, physical, psychological and cognitive barriers and how to overcome them.</p>
<p>7 - 9</p>	<p><b>Apply knowledge and understanding to the ways in which high- performance working (HPW) contributes to employee engagement and competitive advantage</b></p> <p><b>High-performance working (HPW):</b></p> <p>As a concept, philosophy and approach to developing and supporting strategy development, competitive advantage and improving employee relations.</p> <p><b>HPW organizations:</b></p> <ul style="list-style-type: none"> <li>• What characterizes a HPW organization (HPWO)?</li> <li>• How is this beneficial to employees and the employer?</li> <li>• What barriers may exist to HPW?</li> </ul> <p><b>High-performance HRM practice:</b></p> <ul style="list-style-type: none"> <li>• How are the two related? Which informs which?</li> <li>• What impact does the desire to achieve HPW impact of HR practices?</li> <li>• HPW and external stakeholders:</li> <li>• How will HPW be perceived and viewed by internal and external stakeholders?</li> </ul> <p><b>Partnerships in a HPWO:</b></p> <ul style="list-style-type: none"> <li>• Consider who will be able to support HPW in an organization? The use of HPW champions to act as catalysts.</li> <li>• How do you sell the concept of HPW to those who will be facilitating this?</li> </ul>
<p>10 - 15</p>	<p><b>Evaluate ways in which performance management, collaborative working and effective communication can support high-performance culture and commitment</b></p> <p><b>Performance management (PM):</b></p>

	<ul style="list-style-type: none"> <li>● As a concept and a process.</li> <li>● What constitutes effective PM?</li> <li>● How does effective PM inform learning and development at the organizational, team and individual level? Differences in PM systems.</li> </ul> <p><b>Organizational culture:</b></p> <p>How this can be both a facilitator or barrier to effective PM. The use of internal collaboration to deliver effective PM.</p> <p><b>Transformation process:</b></p> <p>Use PM to transform organizations. How this is achieved would depend on factors such as scale and size of the organization, its geographic dispersal and competing challenges. The latter could be the requirement to remain strong in the market, to make a profit or to meet customer expectations during a period of transformation.</p> <p><b>The developmental approach to PM:</b></p> <p>Separating development from evaluation where the developmental approach considers stages in development and how these are achieved through the setting of criteria, the imposition of systems and an incremental approach to achieving developmental aims.</p>

## EVALUATION METHODS

The course instructor will determine specific assignments (including paper topics), projects, and exams for the course. Your work on individual assignments and projects will be guided by grading rubrics provided by the course instructor. Your final grade in the course will be arrived at through assessment methods determined by the course instructor and according to the percentages attached to each assignment and exam by the course instructor. Participation will constitute a determined percentage of your grade. Participation includes attendance, preparation, engagement in discussion, civility, and respect.

Assignment Number	Type of Assignment	Description and Areas Assessed
1	Written Report	Material covered during weeks 1 to 15
2	Individual presentation	Material covered during weeks 1 to 15 based on selected organization

## DETAILS OF THE WRITTEN REPORTS & PRESENTATION

### **Written Report (50%):**

Students are required to write a Business Report analyzing a specific business case study, detailed requirements are provided below:

- All words processed must be 12-point font, double spaced and include a signed and correctly dated assignment coversheet.
- Total number of words between 3,000 to 4,000.
- All sources of information must be referenced correctly using the Harvard Referencing system

### **Individual Presentation (50%):**

This assessment will be in the form of an individual presentation that will be assessed for the following assessment criteria:

Structure of the presentation and layout 10%

Critical discussion content relating to the assignment tasks 20%

Use of suggested academic literature 10%

Conclusions to relevant tasks 10%

### **The Case Study**

The case study will be distributed during weeks 1 or 2 so that students will be able to develop the business report based upon the case study as the course progresses. The case study represents an organization at a particular point in time and presents some development issues relating to the organization. The analysis of the case study should only be based on the information provided in the case study. No additional research is required about the organization in the case study.

### **Timely Submissions**

Assignments submitted after the deadline will be accepted at the discretion of the course instructor and generally only in the event of a documented illness or emergency.

### READING LIST

FRIEDMAN, A. L. (2012) Continuing Professional Development: Lifelong Learning of Millions. London: Routledge.

MEE-YAN, C-J. and HOLBECH, L. (2015) Organizational Development: A Practitioner's Guide for OD and HR. London: Kogan Page.

STEWART, J. and ROGERS, P. (2012) Developing People and Organizations. London: CIPD.

### ACADEMIC INTEGRITY

Any academic endeavor must be based upon a foundation of honesty and integrity. Students are expected to abide by principles of academic integrity and must be willing to bear individual responsibility for their work while studying abroad. Any academic work (written or otherwise) submitted to fulfill an academic requirement must represent a student's original work. Any act of academic misconduct, such as cheating, fabrication, forgery, plagiarism, or facilitating academic dishonesty, will subject a student to disciplinary action.

IFSA-Butler takes academic integrity very seriously. Students must not accept outside assistance without permission from the instructor. Additionally, students must document all sources according to the instructions of the professor. Should your instructor suspect you of plagiarism, cheating, or other forms of academic dishonesty, you may receive a failing grade for the course and disciplinary action may result. The incident will be reported to the IFSA-Butler resident director as well as your home institution.